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ABSTRACT

Policies, relevant enrollment data, and plans of action for recruiting and retaining minority students are presented in a student affirmative action plan for the California community colleges. After introductory material outlining the goals of student affirmative action and the legal responsibility of state and district educational authorities to achieve these goals, the Plan examines the underrepresentation of ethnic minorities, women, those with low incomes, handicapped individuals, and older adults in community college enrollments. The need to correct this underrepresentation through improved access, retention, and institutional commitment is then discussed, followed by suggested plans of action for: (1) expanded efforts in outrech, recruitment, and admissions; (2) more responsive counseling, student affairs, basic skills, and tutorial services; (3) the continued development of special programs and financial support for underrepresented students, such as the Extended Opportunity Programs and Services; and (4) improved faculty, staff, and student awareness of underrepresented students and their preferred modes of learning. (JP)

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ED192822

STUDENT AFFIRMATIVE ACTION PLAN

FOR THE

CALIFORNIA COMMUNITY COLLEGES

as adopted by the

Board of Governors

February, 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

		Page
I.	PREAMBLE	1
	A. The Challenge	2
	B. The Goal of Student Affirmative Action	3
	C. Purposes of the Student Affirmative Action Plan	3
	D. The Role of the Board of Governors/Chancellor	4
	E. College/District Student Affirmative Action Plans	5
II.	UNDERREPRESENTATION IN THE CALIFORNIA COMMUNITY COLLEGES	9
	A. Ethnic Minorities	9
	B. Women	11
	C. Low Income	12
	D. Handicapped Persons	13
	E. Older Adults	14
	F. Conclusion	15
III.	SOLVING THE PROBLEMS OF UNDERREPRESENTATION: AN EXAMINATION OF EXISTING PROGRAMS AND SERVICES	16
	A. Access	16
	1. The Problem	16
	2. Recommended Directon: Expanded Efforts in Outreach, Recruitment and Admissions	17
	B. Retention	19
	1. The Problem	19
	2. Recommended Directon: Making College-wide Support Services Fully Supportive	20
	a. Counseling	20
	b. Student Affairs	26
	c. Basic Skills	28
	d. Tutorial Services	30
	3. Specially Targeted Programs	32
	a. EOPS - Extended Opportunity Program and Services	32
	b. Handicapped Students	37
	c. Programs for Women	38
	d. Financial Aid	39
	C. Institutional Commitment	51
	1. Faculty, Staff and Student Awareness	51
	2. Effecting Instructional Development	52
	3. Clarification and Development of The College Image	53
	Appendix	54
	Index of Tables	i

INDEX OF TABLES

		Page
TABLE 1:	Percent of Ethnic Minority Groups by 1977 CCC Full-time Enrollment, Total Enrollment and 1976 California Population	10
TABLE 2:	Percent Distribution by Sex of CCC 1977 Total Enrollment, 1976 California Total Population, and 1976 California Adult Population	11
TABLE 3:	Student-Reported Parental Income by Segment	12
TABLE 4:	Community Colleges Parental Income by Racial/Ethnic Group	13
TABLE 5:	Comparison of EOPS and Overall California Community College Student Withdrawal Rates (1976-77)	36
TABLE 6:	Distribution by College of BEOG Awards	42-43
TABLE 7:	Supplemental Educational Opportunity Grant (SEOG)	45
TABLE 8:	SEOG Recipient Characteristics, 1976-77	45
TABLE 9:	College Work Study Program (CWSP)	46
TABLE 10:	CWSP Recipient Characteristics, 1976-77	47
TABLE 11:	National Direct Student Loan Program (NDSL)	48
TABLE 12:	NDSL Student Characteristics, 1976-77	48
TABLE 13:	Cal Grant B at California Community Colleges	50

I. PREAMBLE

Assembly Concurrent Resolution Number 151 filed with the Secretary of State September 11, 1974, reads as follows:

> WHEREAS, The Legislature recognizes that certain groups, as characterized by sex, ethnic, or economic background, are underrepresented in our institutions of public higher education as compared to the proportion of these groups among recent California high school graduates; and
>
> WHEREAS, It is the intent of the Legislature that such underrepresentation be addressed and overcome by 1980; and
>
> WHEREAS, It is the intent of the Legislature that this underrepresentation be eliminated by providing additional student spaces rather than by rejecting any qualified student; and
>
> WHEREAS, It is the intent of the Legislature to commit the resources to implement this policy; and
>
> WHEREAS, It is the intent of the Legislature that institutions of public higher education shall consider the following methods for fulfilling this policy:
>
> (a) Affirmative efforts to search out and contact qualified students.
>
> (b) Experimentation to discover alternate means of evaluating student potential.
>
> (c) Augmented student financial assistance programs.
>
> (d) Improved counseling for disadvantaged students:
>
> now, therefore, be it
>
> Resolved by the Assembly of the State of California, the Senate thereof concurring, that the Regents of the University of California, the Trustees of the California State University and colleges, and the Board of Governors of the California Community Colleges are hereby requested to prepare a plan that will provide for addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the makeup of the student bodies of institutions of public higher education as compared to the general ethnic, ecnomic, and sexual composition of recent California high school graduates, and to submit such plan to the California Postsecondary Education Commission whall integrate and transmit the plans to the Legislature with its comments by the first legislative day of 1976. The Regents, the Trustees, and the Board of Governors shall annually report to the California Postsecondary Education Commission, on or before July 1 of each year, which shall integrate and transmit the reports to the Legislature by December 31 of each year with evaluations and recommendations, on their progress, including specifications as to what obstacles stand in the way of implementation of the plan; and be it further
>
> Resolved, that the Chief Clerk of the Assembly transmit copies of this resolution to the Regents of the University of California, the Trustees of the California State University and Colleges, the Board of Governors of the California Community Colleges, and the California Postsecondary Education Commission.

It is the intended purpose of this student affirmative action plan to comply with Assembly Concurrent Resolution 151 by providing leadership and direction to the community colleges of California in their efforts to eliminate educational barriers which preclude the full realization of equal educational opportunity, and especially those barriers which perpetuate, underrepresentation in enrollments of women, low income minorities, handicapped persons and older adults.

A. The Challenge

Our highly competitive and technologically sophisticated society requires a citizenry that is increasingly adaptable at developing needed technical skills and social insight. Historically it has been the function of public elementary and secondary education to assure that the general population is equipped with the minimum skills and level of understanding which will enable the individual to thrive and society to prosper. Postsecondary education, in turn, has assumed responsibility for developing the leadership capacity which enables the society to meet the challenges of social change. It has been assumed, at least in theory, that at all levels, citizens could participate in this process according to their desires and abilities without regard to their personal characteristics and/or backgrounds.

In recent years it has been acknowledged that the rapid rate of social change and level of educational sophistication needed for sheer survival requires that a higher proportion of the citizenry participate in education beyond high school. Ironically, it is in the pursuit of this objective that we have also had to examine the myth that opportunities for education have been equally available to all citizens. We are now painfully aware that certain categories of persons - characterized by ethnicity, sex, income status and personal disabilities - have not only consistently been thwarted in basic educational endeavors, but are systematically underrepresented among those who participate and succeed in the postsecondary domain.

This is not to say that serious efforts have not existed previously which are designed both to expand appropriate opportunities for postsecondary education and to reduce barriers to equal access. Indeed, the California Master Plan for Higher Education delegates an especially important role to the California Community Colleges in these regards. The implementation of "open-door", tuition-free education in 106 colleges in all regions of the state has, in itself, reduced many of the financial and geographic constraints which have served as barriers to certain groups in the past. Similarly, the provision of the broad array of instructional offerings and extensive support services which comprise the community colleges' mission has enabled them to accomodate a wider range of interests and abilities than is true of the other public segments of postsecondary education. Finally, and more to the immediate point, the community colleges have, often with incentives from the State, developed a variety of programs and services which are aimed specifically at eliminating underrepresentation by attempting to meet the special needs of target populations. Included among these are vastly expanded financial aids, the Extended Opportunity Programs and Services for disadvantaged students, women's centers, child care centers, and comprehensive programs and services for the handicapped.

Through these previous efforts - and perhaps especially through these targeted programs - the community colleges have made significant progress in reducing underrepresentation. Indeed, it must be

acknowledged that some campuses have virtually overcome the under-representation of women and minorities in their overall enrollments and are prepared now to concentrate on underrepresentation within specific program areas and among degree holders or transfer students.

Still, despite more than a decade of social and political incentives and some outstanding efforts by many colleges, the representation on campuses of those who do not fit the stereotype of the young, middle-class college student continues to be far less than their representation in the community at large. As may be noted in the data presentation which follows, this problem of underrepresentation is especially acute among certain ethnic groups and handicapped persons. It is to this problem of continued underrepresentation that ACR 151 speaks. It is to the elimination of that problem that this Student Affirmative Action Plan for the California Community Colleges is addressed.

B. The Goal of Student Affirmative Action

Student Affirmative Action is defined here as the totality of those activities which are undertaken in order to eliminate the under-representation of women, ethnic minorities, handicapped persons and older adults in each of the California Community Colleges. These activities may include not only the expansion and refinement of existing programs specifically designed for this purpose, but also the identification and modification of on-going policies, practices and prevailing institutional attitudes which currently serve as barriers to equal educational opportunity. The goal of student affirmative action is to attain representation of the above named groups proportional to their representation in the adult population of each district:

1. in relation to each district's full-time and part-time enrollments;

2. among degree and certificate recipients; and

3. among students who transfer to baccalaureate institutions.

C. Purposes of the Student Affirmative Action Plan

The purposes of the statewide Student Affirmative Action Plan are:

1. to establish the role of the Board of Governors and the Chancellor's Office as providing leadership and direction to the college/districts in the attainment of student affirmative action goals;

2. to establish statewide priorities and a plan of action for student affirmative action in the California Community Colleges; and

3. to provide a format by which college/districts will develop and annually update their individual plans and submit them to the Chancellor for approval. The four basic and essential tasks to be performed in preparing a plan are:

a) to identify, by means of a common needs assessment methodology, the target populations which are underrepresented;

b) to assess the educational needs of the populations so identified;

c) to note deficiencies of existing programs and services and set out corrections which will be undertaken to solve specific problems of underrepresentation; and

d) to implement new efforts designed to eliminate underrepresentation.

D. Role of the Board of Governors/Chancellor

It is the responsibility of the Board of Governors of the California Community Colleges to provide leadership and direction to the districts in the area of student affirmative action. As staff to the Board, the Chancellor, in turn, has responsibility to assign staff to implement Board policies in this area.

Currently, no statute exists to mandate student affirmative action efforts by the districts. However, in 1978-79 the Legislature attached supplemental language to the EOPS appropriation which would permit sanctions -in the form of reduced 1979-80 EOPS allocation - on those districts which did not file an acceptable student affirmative action plan. In order to maintain continuing compliance with the objectives of ACR 151 and state level efforts to implement student affirmative action priorities, the Board of Governors will direct the Chancellor to develop appropriate Title 5 regulations. These regulations will be consistent with federal regulations recently announced by the Office of Civil Rights, Department of Health, Education and Welfare which pertain to vocation education programs.

In addition, the Board has budgeted $950,000 to support a concerted effort in student affirmative action during 1979-80. During this first year the funds would provide personnel, in the Chancellor's staff and in each district, to: 1) conduct a thorough student affirmative action needs assessment using a common methodology; and 2) derive statewide priorities for student affirmative action funding in the second and third years.

A total of $910,000 would be allocated to the districts to support staff in each who would be responsible for directing the district's needs assessment, identifying priority needs, and coordinating with the state-level effort. Since the scope of these tasks will obviously vary with the complexity, location and size of the districts, funds would be allocated on the basis of a formula which reflects that variation. Factors to be included are:

1. Ratio of total district population to total state population;
2. Ratio of district area (square miles) to total state area;
3. Number of colleges in the district;
4. Ratio of district enrollment to total community college enrollments; and
5. Ratio of district enrollment to district population.

In addition, this budget item would provide $40,000 to support a staff person in the Chancellor's Office who would be responsible for:

1. developing the common need assessment methodology;
2. coordinating need assessment efforts in the districts;
3. coordinating districts' submission of student affirmative action plan updates;
4. maintaining liaison with student affirmative action efforts in other segments of postsecondary education;
5. updating and refining the state level Student Affirmative Action Plan to reflect the findings of the statewide need assessment; and
6. creation of a statewide pool of qualified women and minority staff candidates to assist local districts with their affirmative action goals.

A concerted effort will be made to coordinate this initial year assessment with student affirmative action efforts in the other two public segments of postsecondary education so that in the two subsequent years, similar size budget requests will be made to support five regional, intersegmental consortia. Liaison will also be maintained with the Department of Education and the California Postsecondary Education Commission. While the needs assessment will identify specific programmatic priorities, it is expected that those priorities will fall into the following general categories:

1. cooperative, non-traditional outreach and recruitment programs to bring currently underrepresented constituencies to parity in postsecondary enrollments;
2. staff development programs to educate and sensitize faculty and staff about the distinctive educational needs and learning styles of currently underrepresented groups;
3. curriculum development projects which attempt to meet those distinctive educational needs;
4. improved advisement and counseling strategies for students who wish to transfer from community colleges to other segments of postsecondary education; and
5. increased opportunity for underrepresented groups to prepare for and enter a range of careers comparable to that available for "traditional" students.

E. College/District Student Affirmative Action Plans

Community college districts shall annually review and update their Student Affirmative Action Plans and submit them for approval to the Chancellor. Multi-college districts may submit either a district-wide plan or individual plans for each college in the district. Plans should follow the format set out below.

1. Preamble Statement

Every Student Affirmative Action Plan should begin with a Preamble Statement which discusses the specific nature of student underrepresentation in the college or district. The preamble should also include a statement of goals designed to eliminate underrepresentation and a timetable for seeking to achieve those goals.

2. Statistical Information

Every plan must include an analysis of statistical information which documents problems of underrepresentation. These data should compare the composition of the district enrollment (full-time, part-time and total) with the composition of the 12th grade enrollment and the adult population within the district. Data should be collected in the following areas: 1) ethnicity, 2) sex, 3) disabilities by type. Biannually, districts should also gather student/family income data for comparison with community income data.

3. Access/Outreach and Admission

Each plan must include a section on access. In addition to a statement of college/district philosophy regarding access, the section should include a descriptive inventory of each existing program or method of outreach and recruitment and a description of new access mechanisms designed to address the special needs of populations identified as underrepresented.

The inventory of existing outreach/recruitment programs should include, as a minimum, the following information about each: purposes, clientele (target population, number of participants, criteria for selection), services provided, financing (annual cost, major source of funds), the use of a community advisory committee, and external agencies which cooperate.

A plan and schedule to expand or develop new outreach programs to address identified problems of underrepresentation should also be included. Mention might also be made of:

a) Involvement of minority/female students and faculty in personal contact with potential students; and

b) Any efforts in conjunction with other federal/state/local government-funded programs which aim to identify underrepresented groups in the community.

Finally colleges should include an evaluation process for their access programs to measure their effectiveness in attaining student affirmative action goals.

4. Retention/Student Support Mechanisms

Once access is achieved, special student support mechanisms become critical for retaining students from underrepresented groups. Each plan should include a section on student support which includes sub-sections on: a) student service programs, b) faculty and staff awareness programs, and c) financial aid.

a) Support Service Programs

All current support service programs at a college should be listed. This inventory should include, as a minimum, the following information about each program: purpose, clientele (target population, number of participants, criteria for participation), services provided, and financing (annual total cost, major source of funds, and costs to student, etc.).

A plan and schedule to expand and develop new support service programs to address problems of underrepresentation should also be included.

In describing support services, a plan should distinguish those which are designed to assist students in the transition to college life (e.g., diagnostic tests to assess entering skills levels, summer orientation and/or skills development programs, financial counseling, initial program advising, etc.) from those on-going services designed to assist the student throughout her/his enrollment (e.g., tutoring, basic skills labs, peer advising, professional advising and counseling, informational services, career and professional development programs, legal assistance).

Finally, plans should also include an evaluation process for support services to measure their effectiveness in attaining student affirmative action goals.

b) Staff Development and Awareness

Each plan should also include a description of efforts and programs designed to help staff and faculty become aware of and sensitive to the values and educational needs of students from underrepresented groups.

A plan and schedule to implement institutional/professional involvement programs where needed should be developed.

c) Financial Aid

Each plan should include a description of all programs which aim to ease the financial burden of college attendance.

Specifically, the section on financial aid should:

- o include a table which lists each aid program available, the number of awards made and dollar amount awarded in each. When possible, it should also indicate the number of awards and dollar amounts which went to students identified as underrepresented in the college;

- o include any formal financial aid policy guidelines adhered to by the college;

- o describe staffing of the financial aid office.

II. UNDERREPRESENTATION IN THE CALIFORNIA COMMUNITY COLLEGES

ACR 151 implicitly defines student affirmative action as those efforts that are necessary to eliminate the underrepresentation in postsecondary education of certain categories of potential students. Specifically, the resolution identifies women, low-income and ethnic minority persons as targets of concern. In turn, the resolution defines "underrepresentation" as existing when the percentage representation of a group in college enrollments is less than its percentage representation in twelfth-grade enrollments. While these parameters are appropriate for the public, four-year segments - where the vast majority of students attend full-time and are still of traditional college age and where individual campuses may select students from a statewide pool of applicants - they are less appropriate for the community colleges, where at least 2/3 of the students attend part-time, are over 21 years of age and where virtually all students are drawn from the colleges' immediate geographic areas. For these reasons, then, this plan assumes that the more appropriate comparison base by which to identify underrepresentation in a given community college or district is the adult population of its service area or of the district as a whole.

In addition, it is assumed here that, while ACR 151 did not, in 1974, concern itself with the potential underrepresentation of handicapped persons and older adults, inclusion of those categories in this plan is within the spirit of the resolution.

Given these qualifications, let us proceed to examine data which helps to determine which groups are currently underrepresented in the enrollments of California Community Colleges.

A. Ethnic Minorities

Table 1 provides percentage comparisons on ethnicity of statewide[1] 1977 community college enrollments (full-time only and total enrollments) with 1976 special census.[2]

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[1] Number and percentage of ethnic groups district by district are attached as Appendix 1. In fact, 17.3% of FT enrollees and 20.1% of total enrollees declined to indicate their ethnic group. However, it is assumed here that non-respondents are spread proportionately across all categories.

[2] Statewide population figures provided by Department of Finance and based on 1976 Special Census.

TABLE 1: Percent of Ethnic Minority Groups by 1977 CCC Full-time Enrollment, Total Enrollment and 1976 California Population

Ethnic Group	% of California Population (N = 21,522,000)	% of Full-time CC 1977 Enrollment (N = 321,112)	% of Total CC Enrollment (N = 1,320,821)
American Indian	0.5%	1.5%	1.3%
Asian	2.5%	6.2%	4.3%
Black	7.7%	12.1%	9.2%
Hispanic	15.8%	11.1%	10.0%
Filipino	1.2%	NA	0.5%
White	71.5%	67.2%	72.3%
All others	0.7%	1.9%	2.3%
TOTAL	99.9%	100.0%	99.9%

These figures indicate that 28.5% of the California population is ethnic minority while 32.8% of full-time students, and 27.7% of total community college enrollments, are ethnic minorities. Thus, when ethnic groups are combined, it would appear that minorities are not underrepresented among full-time students statewide, but are slightly underrepresented among part-time enrollees. Note also that the representation of each minority group is higher among full-time than in total enrollments.

At the same time, the data reveal that Hispanics and Filipinos are significantly underrepresented in both full-time and total enrollments, making them the two ethnic groups which, on a statewide basis, must be considered high priority target groups for student affirmative action.

As noted earlier, however, it is probably not appropriate to identify underrepresentation in community colleges on a statewide basis, since colleges draw their students from their immediate geographic areas and those areas differ greatly in their composition. Ethnic data on enrollments by district is available and is attached as Appendix 1. However, since general or adult population data is not available on a district by district basis, it is not possible here to discern whether ethnic groups not identified as underrepresented on a statewide basis would be underrepresented in a given district. The likelihood that this would be true is illustrated by pointing out, for example, that the percentage representation of black students ranges from 0.3% at Lake Tahoe to 84% at Compton and the ranges for other groups are similarly disparate. Thus it is reasonable to conclude the following with regard to representation of ethnic minorities in the community colleges:

1. Hispanics and Filipinos are clearly underrepresented in community college enrollments and should be designated as target groups in establishing statewide priorities for student affirmative action.

2. It may be true that other ethnic groups are also underrepresented in certain districts. A statewide student affirmative action priority for 1979-80 should be to develop adequate comparison base data on a district-by-district basis. This would help to ascertain possible underrepresentation of ethnic groups in addition to Hispanic and Filipinos.

3. Currently available data do not permit analysis of ethnic representation among degree and certificate recipients and/or among transfers to four-year institutions. A statewide student affirmative action priority for the period 1979 to 1981 should be to expand the Community College Student Information System to permit such analysis.

B. Women

Table 2 provides percentage comparisons by sex of 1977 total community college enrollments with 1976 figures for California total population and adult population (ages 18 - 64, inclusive).*

TABLE 2: Percent Distribution by Sex of CCC 1977 Total Enrollment, 1976 California Total Population, and 1976 California Adult Population

Sex	& of Total Calif. Pop. (N = 21,200,000)	& of Adult Calif. Pop. (N=12,855,268)	& of Total CCC Enrollment (N=1,320,821)
Female	50.3%	49.6%	54.2%
Male	49.7%	50.4%	45.8%

These data show that, on a statewide basis, women clearly are <u>not</u> underrepresented in total community college enrollments. Indeed, it would appear that men are the underrepresented sex. Again, however, these statewide statistics obscure the variation among the districts in enrollment of the sexes. District data in Appendix 1 show that, compared to the statewide figures, 12 of the 104 colleges surveyed had a significant underrepresentation of women (i.e., less than 47% of total), with San Diego Miramar the lowest at 34.9%. In contrast, 50 colleges had a significant underrepresentation of men, including 10 campuses with less than 40% male enrollment. The remaining 42 campuses show no significant difference in their enrollment of men and women.

*The inclusion of older adults as target population for Student Affirmative Action would require that the comparison bases be expanded to include adults older than 64. Data on that full age range were not available in time for inclusion in this Plan, but will be used in 1979-80 activities.

Thus, sexual representation in the community colleges more closely reflects the statewide population; that is, women are at least adequately represented in overall community college enrollments. Still, the extreme variation among the colleges suggests that, unless there is comparably extreme variation in the population of the districts - which is not likely - programmatic offerings may be differentially attracting the sexes.

Thus, it is reasonable to conclude the following with regard to representation of the sexes in community colleges:

1. While it would appear that women are overrepresented and men underrepresented in community college enrollments, in 1979-80 high priority should be placed on developing an accurate comparison data base for each district in order to discern true representation.

2. Districts which identify extreme underrepresentation of either sex (compared to local adult population data) should, in 1979-80, examine their offerings to identify the reasons why such underrepresentation exists.

C. Low-Income

If data to document the representation of minorities and women are incomplete and/or difficult to gather, recent and accurate data on students' income levels are almost non-existent. Tables 3 and 4 contain data gathered in 1974.

TABLE 3: Student-Reported Parental Income By Segment

Parental Income	U.C.	C.S.U.C.	C.C.	I.C.
Under $3,000	5.3%	9.8%	12.3%	3.2%
$3,000 to $5,999	4.4	8.3	11.1	5.5
$6,000 to $7,499	2.9	5.6	6.3	4.0
$7,500 to $8,999	3.5	6.5	7.7	5.0
$9,000 to $11,999	11.2	14.2	13.2	11.3
$12,000 to $14, 999	12.7	15.9	13.4	12.6
$15,000 to $17,999	10.1	10.1	10.0	9.0
$18,000 to $20,999	10.7	8.3	7.4	10.3
$21,000 to $24,999	11.6	7.8	6.8	9.5
$25,000 and above	27.5	13.4	11.5	29.6
Mean	$18,347	$14,194	$13,090	$18,438
Median	19,970	13,056	11,864	17,800

TABLE 4: Community Colleges Parental Income By Racial/Ethnic Group

	WHITE	BLACK	CHICANO	ORIENTAL	INDIAN
Under $3,000	9.7%	23.5%	15.2%	11.9%	16.0%
$3,000 - 5,999	9.0	22.2	14.6	11.3	8.0
$6,000 - 7,499	4.2	8.6	8.5	10.0	33.3
$7,500 - 8,999	5.8	5.9	14.6	11.6	4.0
$9,000 - 11,999	12.2	10.0	16.1	16.4	6.7
$12,000 - 14,999	14.6	10.0	11.5	13.7	13.3
$15,000 - 17,999	12.0	5.0	8.0	7.7	1.3
$18,000 - 20,999	8.7	5.0	4.3	6.3	1.3
$21,000 - 24,999	8.8	4.1	2.5	4.7	8.0
$25,000 and above	15.0	5.9	4.8	6.3	8.0
Mean	$14,764	$9,299	$10.072	$11,383	$10,400
Median	13,870	6,750	8,702	9,951	7,171

Other evidence that community colleges enroll disproportionately large numbers of low-income students may be inferred from information provided in college applications for EOPS funds.

In Fall 1977 there were 321,112 full-time students (enrolled for 12 or more units) in the community colleges. In order to be eligible to participate in EOPS, students must enroll either full-time (12 or more units) or in 9 units plus sufficient contact hours to total 14 and have a family income of $7,500 or less. In Fall 1977, college EOPS applications documented 126,000 eligible students, 107,100 of whom were enrolled for at least 12 units. That number amounts to 33% of the full-time enrollment total, or very close to the proportion shown in Table 3.

The conclusion that the no-tuition and open-door policies and the wide geographic dispersion of the California Community Colleges have no doubt made postsecondary education accessible to low-income students to an extent greater than other post-secondary segments might reasonably be drawn from these limited data. There are currently insufficient data, however, to determine whether this assumption is accurate in all districts. Therefore, the Chancellor should biennially survey a stratified random sample of districts for student income and other variables relevant to student affirmative action, using a common methodology.

D. Handicapped Persons

As in the case of low-income students, a dearth of information prevents precise documentation of the extent of underrepresentation among handicapped students. In this instance, however,

the deficiency is in the estimates of such persons in the adult population. Available estimates range from 4% to 8.5% of the total California population. Since the concerted effort to provide postsecondary opportunities for the handicapped has only been underway for about three years, however, it is certainly safe to assume that significant underrepresentation does exist, even by the most conservative estimates of incidence in the population.

Still the community colleges have made very significant progress in overcoming this underrepresentation. In 1977-78 and again this year, 101 colleges supported special programs and services for the handicapped. In 1977-78 these programs served 29,064 students, which was slightly more than 2% of the total enrollment and represents an increase of 502% over 1975-76. An undetermined number of additional handicapped students were enrolled but not served in the special programs. Clearly, then, enrollment of and service to handicapped students is presently undergoing a dramatic upswing. Indeed, special state funds for the programs (AB 77, Lanterman) fell 36% short of funding "claimable" expenditures by the colleges in 1977-78.

In order to restore an appropriate rate of growth to programs and services for the handicapped, the following actions are being, or will be undertaken:

1. The Chancellor's staff will, during 1978-79, develop and pilot test a student information system for state funded programs and services for the handicapped.

2. During 1978-79 the Chancellor's staff will seek legislation to: a) significantly increase (by 85%) funds available through AB 77, and b) modify the appropriation mechanism for AB 77 to be based on a policy of meeting the full need of handicapped students (i.e. similar to EOPS).

3. During 1978-79 the Chancellor's staff will develop an ongoing agreement of cooperation with the Department of Rehabilitation which will, among other things, provide for the development of a data base to measure the unmet need among handicapped adults in California.

E. Older Adults

In very recent years, the Community College districts established and rapidly expanded special programs and services designed to reach out to and serve the educational needs of older adults or "senior citizens." These efforts were based on the recognition that this segment of the population, though frequently prohibited from participation in the world of income-producing work, is a valuable resource to the nation's life and future and has many aspirations which can be met with the provision of educational opportunities. Subsequent to the passage of Proposition 13, programs

targeted to this population suffered more severe cutbacks than nearly any other identifiable program type. As a result, their numbers in community college enrollment have already decreased to an extent that justifies their inclusion as a target group for student affirmative action. In order to reverse this trend, the community colleges will support the proposal of the Commission on Aging to establish a position of "Consultant in Education Programs for Older Adults" in the Chancellor's Office.

F. Conclusion

This examination of existing underrepresentation in the California Community Colleges has provided a general direction and some specific needed actions upon which to base statewide priorities for Student affirmative action. It remains clear, however, that in order to fully meet the challenge of ACR 151, it will be necessary to conduct a comprehensive statewide needs assessment which not only improves the documentation of statewide needs, but establishes a basis for each district to discern its own specific priorities. Further, such a needs assessment should not be limited to providing information on which groups are underrepresented, but should seek also to discern the specific barriers to equal opportunity and should identify methods for removing those barriers. The conduct of this expanded and refined needs assessment in all districts should be the highest statewide priority for the Community Colleges in 1979-80.

III. SOLVING THE PROBLEMS OF UNDERREPRESENTATION: AN EXAMINATION OF EXISTING PROGRAMS AND SERVICES

Once a problem of underrepresentation has been documented, two questions must be asked: First, what are the barriers which created the problem? Second, what can be done to remove those barriers?

Since the late 1960's, a great deal of persuasive information has been published which could inform educational decision makers of what it is about the status quo in postsecondary education that makes it unaccommodating to those segments of society which have traditionally not participated. To greater and lesser degrees individual institutions have responded to this "new" information with the addition of specially targeted programs and, occasionally, with minor modification of existing programs and procedures. For the most part, however, the educational establishment has remained steadfastly resistant to any reassessment of traditional educational assumptions, purposes, and methods which are necessary to fully meet the challenge of equal opportunity. This section contains a critical examination of those existing programs and services which are the most obvious vehicles for implementing student affirmative action.

Typically, the barriers to equal educational opportunity are categorized as: 1) barriers to "access" - those which prohibit initial involvement or participation, and 2) barriers to "retention" - those which impede the non-traditional students' successful successful attainment of educational goals once they are enrolled. Correspondingly, this part of the Student Affirmative Action Plan addresses itself first to assessment of those programs and services which can most obviously deal with barriers to access and then with those which can respond to problems of retention. The section concludes with a discussion of those barriers which reside in a lack of pervasive institutional commitment and which affect both access and retention.

A. Access

1. The Problem:

It is frequently argued that the California Community Colleges' policies of no tuition and open admission to all adults who can benefit from instruction have made equal access to postsecondary education a reality. These policies are consistent with a strong commitment to equal opportunity, but one need only observe the apparent systematic underrepresentation of certain groups in enrollment to realize that they are not, in themselves, enough.

To begin with, these "open door" policies are the well-intended creations of those who already are or have been involved with postsecondary pursuits. Their mere adoption and publication in traditional circles by no means assures that they will be

known about and/or accurately comprehended in those disenfranchised segments of society for whom their benefits were, presumably, intended. At the extreme there are those persons who, by reason of a history of poverty or cultural discrimination, are not oriented to the advantages that education could bring to their lives, or who view education, at best, as alien turf of the privileged and affluent majority. There are also those - a great many - who are aware of the rewards which postsecondary education can provide, but who:

- o are unaware that public policy ("open door") makes opportunities available to them;
- o lack self-esteem with regard to their own ability to succeed;
- o have inadequate or erroneous knowledge about program offerings and/or registration procedures;
- o are unaware of financial assistance programs which reduce economic burdens; and/or
- o lack basic information about institutions written in their primary languages, and therefore erroneously assume that college is accessible only to fluent speakers of English.

In short, there is an intense and widespread need for community colleges to "act affirmatively" in seeking out those who can most obviously benefit from the open door policies which are espoused.

2. Recommended Direction: Expanded Efforts in Outreach, Recruitment and Admissions.

To varying degrees, the community colleges of California already practice unusual or innovative methods of seeking out potential students, including some which are appropriate for reducing underrepresentation. In addition to traditional visits to area high schools, these approaches include:

- o use of mobile recruitment vans in high traffic areas (e.g. shopping centers);
- o encouraging concurrent enrollment of high school students;
- o spot announcements on radio and television;
- o use of peer recruitment staffs; and
- o college "open house" for community persons.

In addition, EOPS programs frequently support separate outreach programs which maintain on-going relationships with ethnic organizations, community centers and other public programs targeted to disadvantaged persons.

Still many colleges have not consciously committed themselves to developing a viable plan to reach out into underrepresented communities and/or have not maintained effective staffing to implement such a plan.

The key to an effective outreach/recruitment effort is a qualified recruitment staff. Outreach staff must have a thorough understanding of the educational philosophy of the community college, including its commitment to the goals and objectives of the college's student affirmative action plans. Even more importantly, recruiters must be able to relate to the target communities and be identifiable as a positive role model for members of those communities if long-standing fears of potential students are to be dispelled.

This initial human contact is the key to the success or failure of a college student affirmative action plan, and every effort should be made to insure that the individual responsible for these contacts is qualified, both personally and professionally, to assess the needs of potential students.

Beyond the issue of appropriate staffing and assuming an adequate level of fiscal support, an effective outreach effort designed to eliminate underrepresentation will move beyond traditional approaches to emphasize the special needs and circumstances of the target group(s). Examples of appropriate methods include:

- organizing community based outreach advisory committees comprised of persons identified as leaders of or spokes-persons for the target populations. Formation of such committees should be publicized in media which are likely to reach the target groups;

- maintaining continuous liaison with relevant community agencies and organizations through: 1) providing work-study students as employees; 2) joint sponsorship of community events; and 3) staff involvement in activities;

- making college information and forms available in languages other than English;

- close coordination with financial aid offices in order to expedite applications and packaging of financial assistance;

- sponsoring and adequately publicizing campus events of interest to the target groups;

- o providing individualized registration assistance, using bi-lingual staff when appropriate;

- o providing such transitional activities as group-specific orientations, classes in study skills, career planning and self awareness; and

- o emphasizing publicity of college programs and services which are directed to the special needs of target groups (e.g. ethnic studies classes, English as a second language, child care centers, handicapped centers, etc.).

Finally, every attempt should be made to coordinate all outreach efforts with those of the four-year institutions in the area. These cooperative efforts should continue beyond the student's enrollment in the community college in order that those who wish to transfer may have the smoothest possible transition.

B. Retention

1. The Problem

When the concern for equal educational opportunity became a major issue in postsecondary education in the mid- to late-sixties, the emphasis was, quite understandably, on providing equal access.

While the challenge of access still looms large, there clearly has developed a common understanding that access alone is not the answer to equal opportunity. There must also be efforts to provide the supportive environment that will enable non-traditional students to be retained in college long enough to successfully realize their educational goals.

The earliest efforts to respond to the need for retention services spawned those specially-funded, separately administered support programs such as EOPS, which remain the backbone of the broader student affirmative action programs of the present. Of late, however, it is increasingly recognized that if equal educational opportunity is to reach its full potential, then special, set-aside programs alone are not sufficient. There must, in addition, be a concerted effort to make all programs and services of the institutions responsive to the needs of the full range of enrolled students.

This section examines those programs and services which could have an impact on improving the retention and successful performance of students from underrepresented groups in the community colleges. It begins with a discussion of college-wide support services; reviews specially targeted programs; and concludes with some comments on activities designed to make the overall institutional environment more responsive to special needs.

2. Recommended Direction: Making College-Wide Support Services Fully Supportive

In 1972 the Board of Governors of the California Community Colleges adopted the following "Statement of Philosophy and Goals."

> "The Community Colleges of California are. . . dedicated to the principle that society will benefit when all persons within it have the opportunity for life-long learning. To that end, the California Community Colleges are committed to providing career development, skills improvement and job-retraining along with a full range of academic courses to broaden cultural, ethical, social and self-awareness . . what is known is made available to students, and they are encouraged to apply that knowledge to a deeper understanding of self to enhance the quality of relationships with others. . . including (a) general or liberal education, (b) guidance in selecting careers and the education appropriate for these careers or other life-long objectives, (c) supportive services for the development and well being of students, and (d) a wide variety of intellectual and cultural programs for individuals in the community."

This statement indicates the strong commitment of the Board to the idea that the comprehensive mission of the community colleges extends beyond the provision of quality instruction to include the diversity of support services needed by their equally diverse clienteles. A survey conducted by the Chancellor's staff in 1975-76 revealed the following support services functions:

Admissions and Records	Housing Service
Articulation	Job Placement
Athletics	Legal Aid
Bookstore	Library
Career Guidance Center	Multi-Cultural Center
Childcare Center	Peer Counseling
Counseling	Recruitment
EOPS	Student Activities
Financial Aid	Student Government
Handicapped Services	Tutorial Services
Health Services	Women's Centers

While all of these services may have some involvement with student affirmative action, this Plan emphasizes the following as being especially vital.

a. Counseling

Counseling should be an integral part of the total educational process of the California Community Colleges. Recognizing that each student who attends the community college is unique, counseling personnel must assure the student that the counselor's primary responsibility is to respect the student's autonomy, and to foster a climate in which student development can occur.

Student development focuses on the process of self awareness and utilization of personnel potential. It is measured by the ability to integrate knowledge of self to direct energies toward personal achievement and identity.

Meaningful contact with skilled college counselors is essential to the academic well-being and adjustment of the traditional community college student. Such a contact is even more important to the nontraditional student. Such a student finds him/herself in a strange environment lacking adequate information or repertory of references to make wise decisions regarding his/her academic career. On many college campuses, counselors are faced with an overload situation, with caseloads often exceeding 1000 students per counselor. Under such conditions, college counselors can do no more than cursory academic advising, with little time to address those personal factors which may affect the student's ability to adjust to his/her academic program and the college environment. Many counselors are not adequately informed about the social/cultural backgrounds of non-traditional students whom they serve. Nontraditional students need social-personal counseling along with academic advising in order to help them resolve adjustment problems and remain in school. For this reason, they require more time from the counseling staff than the average student. Where skilled counseling help is not available, many nontraditional students drop out of college due to unresolved frustrations.

Counseling personnel, in order to effectively serve students, must be involved in institutional decision-making. Assessing needs and characteristics of the student body, recommending and implementing new programs or policy to meet these needs, represent ways that counselors can help to minimize barriers which restrict individual autonomy and development.

1) Counseling Elements in a Student Affirmative Action Plan

If the counseling program is to have the desired impact on student growth, and if the counseling service is to be a part of the planned learning experience within the total college community, and if the counselors are to play a vital role in student affirmative action, then the following are essential elements of the plan submitted:

- o A commitment by the administration, board and faculty to the concept of counseling as a vital and integral part of the educational process.

- o Selection of effective counselors and supporting staff, who represent a cross section of racial, cultural, and ethnic backgrounds, and who are committed to serve students within a full range of counseling functions.

- o A continuous in-service training program for the counseling staff to stimulate professional growth and enhance skills in understanding, relating to, and communicating with

others, irrespective of race, cultural, and ethnic background, sex, and age; and to provide upgrading, not only in the traditional areas of educational and vocational counseling but also in other essential areas, such as personal, health, financial, and employment counseling.

2) A Comprehensive Counseling Plan

The achievement of the specific goals of student affirmative action counseling services should include the following:

Personal Counseling

Definition: Personal counseling consists of all service provided by the professional counseling staff which allows a student to identify and resolve personal and educational concerns which hinder his/her growth and the pursuit of educational objectives. Personal counseling consists of a mutually respectful relationship between counselor and counselee which allows students to clarify values/ goals and to accept responsibility for their actions.

A successful personal counseling service that is responsive to traditional and non-traditional students will demonstrate evidence of:

- o making all students aware of the availability of this professional service;
- o making the faculty, support staff and administration respectful of the need for this type of professional service as it relates to the academic performance of students;
- o utilization of the counseling service by students of all backgrounds, ages and educational goals;
- o satisfaction with the counseling service as reported by students;
- o an observable improvement in the students ability to function in a college community setting; and
- o a commitment by the counseling staff to identify the needs of the non-traditional student, to fully accept the student, and to offer comprehensive assistance.

Educational Counseling

Definition: Educational counseling includes those services which assist students in the process of educational exploration and decision-making. Counselor assistance in planning immediate and long range educational objectives develops the student's capability of determining courses appropriate to individual goals.

Successful educational counseling for the traditional and non-traditional student will be demonstrated by evidence of the following:

- Student knowledge and utilization of available assistance and resources, e.g. tutorial, peer counseling, remedial classes, financial aid, EOPS, womens programs, handicapped services, placement office, veterans services, library facilities, etc.

- Student satisfaction with the available services and resources.

- An improvement in student ability to act with self confidence and self-sufficiency in the area of educational planning.

Vocational Counseling

Definition: Vocational counseling includes services provided by the counseling staff which assist students in the continual process of self-evaluation in relation to vocational goals. This process is the logical extension of educational counseling in the area of careers. It involves exploration with the counselee of many factors including life style, aspirations, level of motivation, interests, abilities, and achievements. This process assists the student in gaining increased information and awareness of career goals as a basis for decision-making.

A successful vocational counseling service geared to the needs of the traditional and non-traditional student will demonstrate evidence of:

- student knowledge of personal interests aptitudes, values and life styles relating to a variety of vocational/ occupational careers;

- student knowledge of job requirements, employment prospects, and training facilities, and programs offered by the college; and

- student utilization of college and community employment services to gain career-level jobs.

Testing Service

Definition: A testing service is that program which utilizes standardized instruments to obtain institutional, individual, and personal evaluative data. Testing instruments may facilitate certain important decisions made with regard to the student's educational and vocational plans. Tests may be employed within the counseling process to aid in the exploration of the student's interests, achievements, abilities, and personality characteristics for increased self-understanding, assumption of responsibility for actions, and the development of potential to the student's satisfaction.

Tests also provide colleges with information regarding their students which can be useful in curriculum development and evaluation.

It should be remembered, however, that testing can be a threat to members of underrepresented groups. Non-traditional students, aware of their differences, may have negative reactions to a testing program. In order to overcome this warranted reaction, the counselor must maintain the professional-client relationship. The student (client) must feel that the counselor can be trusted to sensitively administer a test or to extend services such as personal, educational or vocational counseling. Testing is an extremely important service to consider. The non-traditional student must not be programmed for continued failure due to an inappropriate counselor reaction to a student's lack of educational or social etiquette.

Also, counselors should not judge their client on the basis of past experience or performance (testing or academic) with other members of underrepresented groups. Many of these students have suffered academic abuse at the hands of prescriptive counselors who used tests to measure conventional knowledge rather than abilities.

A successful testing service is responsive to the needs of the traditional as well as the non-traditional student and will show evidence of:

- selection of tests appropriate to the needs of a multicultural student population
- student awareness of the availability of a campus testing services
- adequate preparation of students for the testing experience
- adequate facilities and school staff for test administration and scoring
- provision for the confidentiality of test results
- interpretation of test results by professional counseling staff
- in-service training with counselors on test uses, limitations, and interpretive methods
- use of test data in institutional curriculum development.

Curriculum Involvement

Definition: Curriculum involvement represents the input by the counseling staff related to curriculum decision-making. Counselors who assess student needs and characteristics serve a consulatative role in matters of curriculum planning, curriculum change, and curriculum evaluation.

A successful program which considers the curriculum needs of both traditional and non-traditional students can be demonstrated by evidence of the following:

- Counselor representation on college curriculum committees
- Defined liaison between counseling and instructional personnel
- Counseling personnel will collect, analyze, interpret, and present student-related data to administrative and teaching personnel with the view of promoting a student-centered college climate and making staff aware of problems encountered by underrepresented groups.

Peer Counseling

Enrollment reports suggest that the Community Colleges experience an exceedingly high dropout rate. While numerous attempts have been made to explain this phenomenon, it must be assumed that part of the problem is that many students perceive that they have no one to turn to when they are floundering. A study completed by Allan Hancock College indicates these potential dropouts are more likely to be members of those groups identified as underrepresented in ACR 151. For these students the cessation of college enrollment marks a halt to any upward mobility goal which might have been realized through postsecondary education.

The transition from high school to college requires, from a majority of underrepresented students, a level of self direction and motivation which has previously been uncomprehensible to them. With appropriate, intensive guidance, as described in the preceding section, most can overcome this transitional challenge. Unfortunately, however, professional counseling staffs are not likely to be able to provide the intensive support that frequently is neessary. A "back-up" system is therefore needed.

One solution to the problem of overburdened counselors could be a program of training and using student advisors. Currently there are over 75 active peer advisor/counselor programs in California Community Colleges. The findings of colleges using peer counselors suggest that the long range benefits to both the student population and the counselors are considerable. The initial costs, in terms of counselor time and effort required for training the peer advisors, are balanced by the program outcomes.

Peer counseling/advising has been found to be especially valuable in reaching underrepresented group members whose reaction to the traditional counselor image may be counter-productive. The student counselor has the special ability to extend this peer influence beyond the confines of a desk and office into the real world of the potential dropout, and thereby provide the academic support within the student's frame of reference.

The opportunity to alleviate the burden on professional counselors while better serving the needs of the student population, and those of potential students, has not been ignored by the Chancellor's Office or the community colleges. Therefore, it is recommended that colleges have peer advising/counselor programs as essential elements in developing and maintaining student affirmative action plans. Colleges without peer advising/counseling programs should commence the planning required to initiate such programs.

b. Student Affairs

Student development in a comprehensive community college is facilitated by student affairs programs which provide a balance and supplement to academic programs. Activities organized and supported by student affairs expose students to many rich learning experiences. These diverse experiences impart knowledge and attitudes which the student may utilize in the formation of social and survival skills necessary to achieve academic and career success. Clearly, students from underrepresented groups have much to gain from participation in student affairs programs.

Student affairs programs tend to encompass two basic areas: college governance and college activities. Within each of these areas, a wide spectrum of experiences should be available to all students.

1) Governance

Students should have the opportunity to participate in authentic campus governance programs which may be designed specifically for co- and extra-curricular activities, as well as college-wide committees or boards.

Implementation of this commitment to student participation in college governance is authorized through board policy to formulate student organizations. Further, administrators and faculty are urged to provide viable means for full student participation in college-wide governance.

o Participation in co- and extra curricular governance:*

*co-curricular -courses or programs with related activities which carry college credit such as music, athletics, etc.
extra-curricular -programs or activities which carry no college credit.

(a) That district boards of trustees authorize the organization of associated student bodies which shall in turn have jurisdiction over recognized student groups.

(b) Constitutions, by-laws, rules and regulations shall be consistent with California Educational Code and adopted college policies or administrative regulations.

(c) Student body organizations shall have jurisdiction over associated student body funds consistent with local regulations and state statutes.

- Participation in college-wide governance shall be open to all students. Emphasis should be placed on involving those students who are identified as underrepresented in the composition of the student body.

  (a) Avenues for participation in campus governance, in addition to opportunities for students to recommend procedures, regulations, and policies, should be provided.

  (b) Students should be represented on all college-wide committees, commissions and boards that influence policy making. Such groups include: Curriculum Committee, Publications Board, Administrative Council, Master Planning, Student Affirmative Action, Affirmative Action, and Boards of Trustees.

  (c) Student representatives should be selected and approved by the associated students and are granted all rights and privileges of regular committee membership, except in areas prohibited by law.

2) College Activities

College activities, co- and extra curricular, should provide an opportunity for students to meet, organize, and work together to achieve their specified goals. These activities should offer the opportunity for social action, environmental concerns, or special one-time projects in which all students can become directly involved.

College activities shall include cultural awareness activities so that students can create an atmosphere where mutual respect, based on knowledge, can be generated.

A comprehensive college activity program:

- extends the academic learning process with experiences in programs, activities, organizations, and governance

- provides opportunities for developing leadership abilities relating to the total program of the college and community

- o assists students in developing an awareness of other people's needs and points of view through cooperative association with persons of similar or divergent interests, backgrounds and goals

- o assists in the continuing development of traditional programs that will exist long after the student has graduated

- o assists in the development of non-traditional programs that will meet the needs of the underrepresented student and also achieve permanence

- o provides for students to meet the college staff in an informal setting for the free exchange of ideas

- o provides students with the opportunity to use their capabilities to the maximum

- o instills loyalty and pride in students for their college and community.

Another objective of student involvement in college activities should be to gain knowledge and practice in exercising the rights of citizens in a democracy. Students shall be afforded the same constitutional rights and protection guaranteed to all citizens of a free society. In deciding to become college students (which implies a choice) certain privileges are acquired along with certain responsibilities. As a consequence, the community college assumes that students will adhere to acceptable standards of conduct. The college shall maintain easily defined due process procedures which shall be established to protect the student's rights and maintain acceptable standards of conduct. This is especially required for members of underrepresented groups who may not be aware of a campus policy regarding standards of conduct and in fact some groups may have acceptable (to the group) standards of conduct which may conflict with campus rules and regulation.

c. Basic Skills

Basic skills instruction in California Community Colleges should be one of the strongest programs in student affirmative action. The basic skills curriculum provides the basic foundation required for academic success. Student involvement in basic skills classes may affect many subject areas in which a student is deficient. It is likely that if a student has identified a problem in one area, such as English, that student often requires help in other areas as well.

The purpose of this section is not to identify the cause of poor student performance or try to justify the need for remedial classes. Since the California Community Colleges have an open door policy, it must be assumed that the services and learning resources necessary for academic skill development will be provided.

It is important to note that the objective of a basic skills program is to enable students to develop their potential academic ability through tutoring, counseling and other forms of personalized education. Thus, basic skills for students must be coordinated with other student services to comprehensively reinforce the student who may have problems other than academic deficiencies.

Student affirmative action will bring to the campus a diverse group of students who are not the students traditionally served by postsecondary education and who will require such support programs.

Thus, basic skills offerings are a necessary part of student affirmative action. Currently, underrepresented students view existing programs as sincere attempts to eradicate deficiencies in basic skills.

Therefore, the retention and maintenance of large groups of underrepresented students depends on the basic skills offerings of the colleges. These programs should not be regarded as essential only to underrepresented groups. This type of approach tends to alienate students from these groups because of their reluctance to be academically stigmatized.

Finally, it is recommended that the community colleges create, maintain, and/or expand their remediation programs to attract and hold those students who may benefit from this type of instruction.

The following is an exemplary list of basic skills, remedial and special classes which were offered by the San Diego Community College District in 1977-78.

- Communications Skills Workshop
- Study Skills

- English for Native Speakers of Spanish
- English Review for Native Speakers of Spanish
- English Review - Individualized Learning
- English Review for Native Speakers of Spanish - Individual Learning

- Techniques of Reading
- Spelling Skills
- Business English
- Basic Technical English
- Vocabulary Skills
- Business English Review
- Business Report Writing
- Study Skills
- English as a Second Language
- Reading Efficiency
- English Review
- English Practice for the Foreign Born
- Writing Techniques
- Communication Skills

- College Learning Skills
- Learning Skills in Natural Sciences
- Learning Skills in Social Sciences
- Learning Skills in Humanities
- Learning Skills in Mathematics

- Basic Mathematics - Mathematics Laboratory
- Personal Finance
- Related Technical Mathematics
- Basic Business Mathematics

- Surviving in College
- Techniques of Study
- Effective Learning
- Special Topics and Studies in Personal Growth
- Contemporary Seminars in Personal Growth

- Skills in Problem Solving for Physical Science

- Personal Assessment For the Physically Handicapped College Student
- Exploring Occupational and Vocational Opportunities for the Handicapped
- Reading Skills for the Hearing Impaired
- Sign Language for the Hearing Impaired

- Dactylology: An Introduction to the American Manual Alphabet
- Mobility and Orientation for the Blind
- Adaptive College Skills for the Handicapped
- College Orientation for the Orthopedically Handicapped
- Speech Improvement: Remedial and Corrective
- Developmental Learning Lab
- Individual Educational Planning
- Career Planning

- Effective Learning
- Criterion Reading Lab
- Learning Development Lab
- Tutoring Assistance
- American Sign Language
- Intermediate American Sign Language
- Advanced American Sign Language
- Introduction to Braille
- Introduction to the Visually Handicapped

- Women in Transition

- Employment Preparation

d. Tutorial Services

Many colleges recognize the need for individual tutorial contact to assist students with specific problems connected with academic achievement. However, the full recognition of this service as a necessary extension of the instructional program (through student services) was a "long time in coming".

For non-traditional students, individual contact with a well-trained, informed, and effective tutor may mean the difference between overcoming temporary obstacles to learning in order to succeed in a class, and dropping from the class or classes in frustration. Consequently, the development and maintenance of an effective tutorial program, sensitive to the individual needs of a changing student body, is a vital element in an effective student support system preparing to initiate a viable student affirmative action program. Unfortunately, at some colleges a clearly tutorial program is not considered essential to a well-rounded instructional program and receives

low budget priority. This must be avoided because the maintenance of adequate tutorial services is essential to support an effective Student Affirmative Action Plan.

The purpose of a tutorial program should be to provide peer tutoring to all students, particularly those identified as underrepresented and in need of individualized tutorial contact in order to survive academically. Tutoring should be available in all subjects where feasible.

Many approaches to providing tutors for standard subjects such as math, English and other core academic subjects are utilized. These include:

- o Individual walk-in or appointment tutoring
- o laboratory tutoring
- o In-class tutoring

Additionally, accomodation of a new student clientele addressed by affirmative action objectives, which is in need of intensive assistance, should involve the further development of specialized tutorial services.

- o Individual tutors should be specifically trained to respond to the cultural, linguistic and personal needs of students from disadvantaged or different backgrounds. These students will respond to tutors who understand their problems and can work with them effectively.
- o Bilingual tutors need to be recruited and trained adequately in effective methods of assisting students from similar linguistic backgrounds to overcome linguistic problems and handicaps and to work cooperatively with the student's instructors.
- o Tutorial groups could be established within the tutorial program to help students with specific kinds of learning problems or difficulties, which could be approached and solved in a group context. Group study techniques could be effectively developed through tutorial groups. Previous experience indicates that students from disadvantaged backgrounds tend not to meet in this type of setting. Therefore, tutorial groups can be utilized in helping students develop learning techniques, test-taking skills, and a number of critical academic survival skills.

- o Writing workshops, in addition to the regular English laboratory arrangement, could be established to assist students with problems confronted in writing papers, reports, and tests. Writing workshops can be a forum where students feel comfortable about bringing their work for review and revisions, as well as periodic review of basic grammatical skills.

3. Specially Targeted Programs

Beyond the conventional types of student services, significant progress has been achieved in the development of special programs which focus on the needs of underrepresented groups. The growth of these programs in the California community college system has been remarkable. Consideration of such programs in respect to student affirmative action is valuable to those seeking guiding principles and models which can deliver productive outcomes.

a. Extended Opportunity Programs and Services (EOPS)

EOPS has been providing access and services to non-traditional students since 1969. Even though the community colleges professed an open door policy, the legislature recognized the need for a more aggresive effort, which not only guaranteed free entry, but also sponsored active recruitment and methods for retaining disadvantaged students in higher education. Many students found that college was not only available to them, but that success was a realistic possibility. This prospect, combined with a positive attitude and skill development, made it possible for many students to set goals and to achieve academic and vocational success. Students who experienced personal or adjustment problems were able to receive help from specially trained counselors and/or peer counselors - students who had gone through the same trials. Students who had experienced problems with basic skills or academic areas were given tutorial help. In addition, students requiring financial help beyond limited federal funding services received direct aid through EOPS.

A significant number of students have felt that for the first time they had not been misled. College has become a viable alternative to a "waste-away" existence.

The EOPS program in California can be viewed as a very strong, although limited, model for a student affirmative action plan. Designed with a specific target population, and a limited budget, EOPS programs throughout the State have been effective in meeting their annual objective to expand enrollment of students from economically disadvantaged backgrounds on community college campuses. Because the stated objective of EOPS by the Legislature, the Board of Governors and the California Community Colleges parallel so closely the philosophy and intent of student affirmative action, they need to be cited here as a point of reference and an on-going statement of need for EOPS:

Objectives -- Senate Bill 164 (EOPS) (Enacted, Fall 1968)

° That the Community Colleges recognize the need and accept the responsibility for extending the opportunities for Community College education to all who may profit therefrom regardless of economic, social and educational status.

° To encourage Community Colleges to establish and develop programs and services directed to the identification of students affected by language, social and economic handicaps in the college.

° To encourage Community Colleges to establish and develop services, techniques and activities directed to the recruitment of such students and to their retention in Community Colleges.

° To encourage Community Colleges to establish and develop services, techniques and activities directed to the stimulation of these student's interest in intellectual, educational and vocational attainment.

° That the Board of Governors adopt rules and regulations necessary to implement the provisions of EOPS.

° That the EOPS Advisory Committee annually review EOPS and report the progress made and make recommendations to the Board.

Board of Governors Statement of Policy Objectives

° To identify students who, because of cultural, language, ethnic, economic differences, may have an academic achievement history that will make improbable success in a Community College program.

° To develop programs with options to enable the EOPS students to achieve their educational objective.

° To provide effective service to those students less likely to be adequately served by other segments of higher education.

° To consider changes in the techniques of teaching and class organization.

° To provide new avenues and opportunities for disadvantaged students in order to advance in an increasing technological age.

Board of Governors Statement of Goals Objectives

° Encourage and assist Community Colleges to develop and establish, as part of their regular operations, a master plan for Extended Opportunity Programs and Services.

° Encourage the Community Colleges to participate in other student support programs sponsored by government, corporate and private agencies as a part of the development of a campus master plan.

° Encourage Community Colleges to recruit students who would not normally attend, or those who have dropped out of college prior to completion of a program leading to full employment and/or further education.

° Encourage Community Colleges to develop supportive programs and services which are designed to retain students and to facilitate their successful participation in educational pursuits of the college.

° Encourage the Community Colleges to develop a formal relationship with the various public and private agencies within the community which have a working relationship with potential students affected by language, social and economic handicaps.

° Encourage the Community Colleges to train and employ Extended Opportunity Programs and Services students to assist the staff in the operation of special recruitment and retention programs both on campus and in the community.

° Encourage the Community Colleges to develop, as staff, those persons in the community with expertise, knowledge and experience, who, regardless of formal academic training, represent human resources vital to the success of Extended Opportunity Programs and Services.

° Encourage Community Colleges to establish in-service training programs for the total staff which will broaden its understanding of the special problems of the EOPS student, thereby increasing the capability to assist these students.

° Encourage Community Colleges to hire program staff reflective of the student racial and ethnic composition in EOPS.

° Encourage the Community Colleges to capitalize on innovative approaches and techniques in instruction, counseling, curriculum and student aid as developed in Extended Opportunity Programs and Services for the mutual enhancement of all students at the colleges.

Community College Objectives for EOPS

° To retain EOPS students in a Community College program until they have achieved their educational objective.

° To provide low income and minority students access to all educational opportunities offered by the college.

° To maintain a level of academic performance by EOPS students commensurate with those standards established by the college.

° To orient the college faculty and administration toward meeting the needs of EOPS students.

° To facilitate EOPS student enrollment into the occupational programs.

° To facilitate the entry of EOPS students into the four-year colleges and universities.

° To develop programs and materials to improve EOPS students' attitudes towards themselves and toward their cultural heritages.

° To provide for the input from the community and EOPS students in the development of EOPS.

° To make the community aware of the services and programs offered by the college for EOPS students.

° To promote the participation of EOPS students in campus activities and their effective use of campus resources.

Progress towards fully meeting the educational needs of individuals from low-income and socially disadvantaged or culturally different backgrounds through EOPS is clearly illustrated below:

FUNDING HISTORY AND STUDENTS SERVED

	STATE EOPS ALLOCATION	NUMBER OF STUDENTS SERVED	EXPENDITURES PER STUDENT
1969-70	$ 2,870,000	13,943	$ 199
1970-71	4,350,000	19,725	209
1971-72	3,350,000	19,459	163
1972-73	4,850,000	20,730	212
1973-74	6,170,500	24,341	248
1974-75	6,170,500	23,917	258
1975-76	7,656,018	27,150	282
1976-77	11,484,027	40,724	282
1977-78	13,983,157	48,679	287
1978-79	17,389,919	N/A	N/A

The need to achieve the level of full-service to the economically disadvantaged is a social reality which cannot be ignored. The achievement of full-funding for EOPS during the near future, and the continued, permanent support of EOPS is vital to the progress of those communities, and individuals, handicapped by the ravages of poverty.

EOPS programs have been initiated at <u>every</u> community college in California for the first time this year. The program offers direction and support for under-represented students from economically disadvantaged backgrounds. The prognosis for the short-term indicates continued growth and program development.

The EOPS program has received the continuing support of the California Legislature. Legislative action has strengthened the program considerably since its beginning in 1969.

The program not only actively recruits low income, non-traditional or underrepresented students, but it also offers them the majority of special services listed in this plan in order to insure their retention and successful completion of educational objectives.

Using a sample of 35 colleges for which both EOPS and college-wide withdrawal rates are available for Fall 1976, Table 5 presents the following comparison.

TABLE 5: Comparison of EOPS and Overall California Community College Student Withdrawal Rates (1976-77)

	Full Time	% Withdrawing	% Retained
All Students	116,536	18.2	81.8
EOPS Students	5,786	17.2	82.8

These data indicate that the rate of student retention is slightly better for EOPS students than for students in general. The rates for all students also include the EOPS students so that the difference would be actually greater in favor of the EOPS students.

An examination of course completion rates also reflects the strength of the EOPS program. EOPS students complete 89.4% of all of the course units they enroll in. There are no comparable figures available for the general community college student population; but the latter group is, at the time of the second ADA census (tenth week of the term), enrolled in 87.3% of the course units they were enrolled in at the first ADA census (fourth week of the term). As with the retention comparison, EOPS students are included in the 87.3% which means their completion rate would remain the same; however, the 87.3% figure would decrease.

These two sets of comparisons indicate that participation in EOPS has a positive impact on students by assisting them to remain in college and complete their course work. Considering that the EOPS student population has traditionally suffered from under achievement and low motivation in high school or college due to economic disadvantages, the significance of the achievement comparisons of EOPS and non-EOPS students is even more outstanding.

Over the past nine years, a variety of effective methods for recruiting, enrolling, and retaining non-traditional students have been developed by EOPS programs on different college campuses throughout the state. This experience can be effectively utilized since many of these methods are easily adaptable to student affirmative action plans.

b. Handicapped Students

Programs and services for handicapped students represent a type of student affirmative action which has expanded at a swift rate.

State funded programs for the handicapped now exist at 101 California Community Colleges. Handicapped persons face many barriers in attending colleges which range from financial limitations to a lack of adequate tutorial services. The handicapped comprise a group in the community that is more often than not underrepresented at colleges and universities. Accurate statistics are not yet available to determine either the number of handicapped being served at California Community Colleges or the number of handicapped in the state who would be potential students. It has been estimated that approximately 8 1/2% of California's population can be classified as handicapped. Generally, these handicaps fall into three categories: 1) physically handicapped; 2) communicatively handicapped; and 3) developmentally disabled.

In 1977-78, California Community Colleges served 29,064 handicapped persons (approximately 2.5% of total students) in their handicapped programs. These programs have been the sole mechanism to determine the number of handicapped attending community colleges. It is unknown how many handicapped students were on campus and not being served by the program. Often, handicapped students are unaware of services, or prefer not to be identified. A student information system is being developed for California Community Colleges which will include statistics on handicapped students. Until an accurate count in both the college enrollment and in the community can be obtained we cannot determine the precise level of representation in public higher education. However, the data tends to indicate that they are greatly underrepresented.

In spite of the fact that there is an increased awareness of the problems faced by handicapped students, two major problems for handicapped students persist on college campuses: physical barriers which deter the physically handicapped, and lack of sensitivity and awareness of faculty and staff to problems encountered by handicapped students.

The programs and services for the handicapped offer the means by which these problems can be overcome. Educational support services and instructional assistance for the handicapped are program components which are in high demand. The support services that are in most use include mobility assistance, readers, tutors, test-takers, interpretors, early registration, special counselors, etc. Instructional classes include English for the Deaf, Adaptive P.E., Adaptive Living Skills/Mobility Training, special classes for the Learning Disabled, etc. There is still much to be done to help the recruitment and maintenance of handicapped students at community colleges. There are still serious needs being neglected, especially in serving persons with communicative disabilities as well as the learning disabled with average or above learning potential. Other areas needing attention are as follows:

° Funding

Certified programs and services for handicapped students have been extended to 101 community colleges. Because of AB 77, the colleges received $8.7 million in 1977-78. However, the full projected financial need, as measured by community needs assessments, is more than $23 million. As the majority of the community colleges have programs which are still developing, and due to Proposition 13, the distribution of those $8.7 million will create limitations.

° Recruitment and Referral

Certain areas in the handicapped programs have been systemized and growing for quite a while. Systems of recruitment and outreach have been refined over a long period of time. Community college organizations have many useful referral methods including word of mouth, community agency referrals by hospitals, V.A. hospitals and social workers, local educational agencies, the Department of Rehabilitation, and private agencies such as insurance companies. Lists compiled by this expansive system of referral brings many potential students from the handicapped population to the community college.

° Access and Physical Barriers

Access in the past has been the first consideration in enabling the handicapped to attend college. Modification of physical surroundings has historically been a priority in many institutions of higher education. This priority has now been established in law which will accommodate the handicapped in this way. Still, there are many barriers that make it difficult for the handicapped to attend college which have not yet been handled due to budget limitations.

° Sensitivity of Faculty and Staff

Special awareness, orientation and informational activities have been sustained through handicapped services at many college campuses. Methods for effective preparation of the general faculty and staff still need to be developed.

c. Programs for Women

The feminist movement generated programmatic change in the California Community Colleges. Academic programs focusing on the study of women were created; outreach programs initiated; and women's re-entry centers established to provide specialized support for women who had decided to attend a community college. Additionally, single parent mothers are frequently served through EOPS components.

Eventually, the re-entry centers assumed a more comprehensive posture by offering all women, not only those "re-entering" the system, the opportunity for diversified services. Currently these services often include, but are not limited to: assertiveness training; career counseling; job placement; health services; and child care.

Virtually all of the community colleges in the state now administer programs concerned with the needs of women. This commitment to the continued development of these human resources is commendable. There exists, however, a need for greater coordination, evaluation, and promotion of programs for women on the part of the individual colleges as well as the Chancellor's Office.

Although women are statiscally well represented in enrollment figures, there are many problems that need to be addressed, some of which are:

(1) Many women have been "tracked" by societal role expectations and/or insensitive counselors into career fields that have tradtionally been dominated by women and which therefore usually pay less than jobs traditionally dominated by men.

(2) Many women lack mathematical skills necessary for programs in science and engineering and vocational skills which in the past have been deemed inappropriate for females.

(3) There is a large unserved population of women, many of them homemakers for years, who have no postsecondary education, no employment experience and no job skills who are faced with the necessity to support themselves and their families. Plagued by low self-esteem fostered by our socienty, they are unlikely to seek out educational opportunities - an assertive effort.

d. Financial Aid

Student financial aid and student affirmative action share the most unique relationship of all areas of student services. Without financial aid, student affirmative action would have little chance for success.

° Student Aid Programs

The need for financial aid can be summarized by the enormous growth in financial aid programs during the past twenty years. In 1955-56 the total amount of financial assistance available to students in postsecondary institutions nationwide was estimated to be around $96 million. By 1974-75, this amount had grown 66 times to nearly $6.4 billion. In 1978-79, over $8 billion is available for financial aid programs.

A significant factor in the dramatic increase in the availability of aid dollars was the increase in needy students directed toward postsecondary education. The resulting political trends also paved the way for more non-traditional students to continue beyond high school.

A more significant factor was the increasing demand for more education and training from individuals who had neither availed themselves of postsecondary education nor had the opportunity to take advantage of such education. Specifically, these new or non-traditional students are comprised of: a) persons from low income families; b) persons from racial and ethnic minority groups; c) single parents; d) persons from age groups outside the previously typical 18-to-21-year-old "traditional" college population; e) women reentering the education system; and f) handicapped persons. Because these individuals could not usually afford the full costs of education, their needs and demands for education have created the need for more and different types of student aid programs.

The needs of both the traditional and non-traditional students have been focused on by educational institutions, governmental agencies and legislative bodies, private associations and student aid programs themselves. Many of these parties have responded by creating new aid programs and changing existing programs to further assist students.

The proliferation of aid programs is the response to those students' needs. The response has not occured in any systematic or coordinated fashion, partly because the actual needs of the students have not been equally distributed among the various aid programs. In some programs institutional costs command a larger share of actual aid for student costs and it would appear that some programs serve the purposes of particular colleges or universities rather than the purposes of the students.

° California Legislation

The most comprehensive legislation affecting financial aid administration in California has been AB 1031 (1975).

The purposes, as described in the language, states the case for, and the cause of, student affirmative action:

- Student assistance programs have the primary purpose of providing equal opportunity and access to postsecondary education for persons of both sexes, and all races, ancestries, incomes, ages and geographics in California;

- Student aid programs should enhance the ability of individuals to choose the most appropriate postsecondary educational opportunity;

- Student aid programs should assist students to progress through the educational program in accordance with the individual's educational objectives;

- Student aid programs should provide assistance to individuals who desire to enroll in an independent college or university;

- Student aid programs should, furthermore, complement more general statewide goals for public postsecondary education;

- State purposes regarding student aid programs should complement the purposes of federal student assistance programs so as to enhance the effectiveness of state programs; the state's purposes mentioned above serve to support the purposes of the Federal Basic Educational Opportunity Grant Program.

These stated purposes lend themselves to the framework of student affirmative action which relies heavily on access through financial aid.

° Administration - Delivery Problems and Underutilization

In 1976-77, the California Community Colleges had over $707,000 in unexpended Supplemental Educational Opportunity Grant authorization for a 87.7% utilization rate of initial year grants.

For continuing year funds, the unexpended SEOG authorization was over $2,799,000 for a utilization rate of only 50.7%. This means that over $3,500,000 was not used by community colleges in their campus based financial aid program. These funds could have helped many of the students addressed in ACR 151. In order to insure the use of all financial aid funds, the California Community College financial aid administrators must become fully aware of the needs of underrepresented students and of the institutional goals and objectives of student affirmative action. This would encourage maximum utilization of student aid funds in their behalf.

In 1976-77, the California Community Colleges had an unexpended College Work Study authorization of $1,719,673 for a utilization rate of 89.2% for the $14,162,054 expended. It is obvious, with over $5,000,000 being returned in two major financial aid programs, that serious questions must be raised about the ability or willingness of financial aid administrators to use all of the funds they are authorized. Since the application for federal funds is based on the state need for funds at individual campuses, the need exists, but the problem of how to deliver funds to those students who qualify for them remains. Any real progress in student affirmative action must include a realistic look at the structure and philosophy of the financial aids office at each campus to see if it can effectively handle the increased number of eligible students.

° Staffing Problems

Several major problems plague the financial aids operations. As stated earlier, the unprecedented growth in student aid dollars, and the substantial number of new rules and regulations governing programs has actually hindered aid offices rather than helped them. Aid offices in California Community

Colleges have traditionally been understaffed and the effect of Proposition 13 on college budgets has not improved this situation. It is important to recognize the fact that the campus based programs provide an administrative allowance which helps offset some of the cost associated with the National Direct Student Loan, College Work Study Program, and Supplemental Educational Opportunity Grant Programs. However, the Basic Grant program which serves over 105,000 California Community College students with over 57 million dollars offers no such allowance. There is little doubt that the Basic Education Opportunity Grant Program has had an impact on the aid offices and student affirmative action at the same time. Some relief could be gained if the federal government would fund the authorized administrative allowance for the BEOG Program of $10 per year for each student who receives a basic grant. For the colleges it could mean as little as $200 per year or as much as $38,000 per year.

For the California Community Colleges, financial aid is concentrated in a number of programs: BEOG, SEOG, NDSL, CWS, GSL.

° Basic Education Opportunity Grant Programs (BEOG)

The purpose of the federal BEOG program is to provide eligible students with a "foundation" of financial aid to help defray the cost of postsecondary education. The BEOG program is designed to assist students who have the greatest financial need. Student eligibility is based on financial need and is determined by a formula applied consistently to all applicants. This program is the primary financial aid source for community college students. Table 6 illustrates the impact of the BEOG program on community colleges for the past two years.

TABLE 6
DISTRIBUTION BY COLLEGE OF BEOG AWARDS

College	1975-76 # of Students	1975-76 Dollars	1976-77 # of Students	1976-77 Dollars
Alameda	1,589	881,522	2,359	993,521
Allan Hancock	552	295,892	774	375,883
American River	1,194	618,652	1,365	944,575
Antelope Valley	253	130,801	493	254,270
Bakersfield	1,003	575,606	1,363	709,048
Barstow	228	79,275	303	161,969
Butte	439	232,724	751	377,314
Cabrillo	702	400,134	1,202	657,864
Canada	200	105,423	335	167,798
Canyons	138	80,953	156	87,564
Cerritos	774	503,200	1,150	600,919
Cerro Coso	56	29,546	66	41,570
Chabot	539	340,168	804	379,800
Chaffey	726	365,942	1,180	634,078
Citrus	462	257,428	644	338,939
Coastline	0	0	35	12,490
Columbia	142	97,147	217	117,132
Compton	1,386	331,463	2,349	1,193,353
Contra Costa	1,121	625,053	1,803	898,561
Cosumnes River	429	214,267	572	289,052
Crafton Hills	179	76,008	254	143,975
Cuesta	256	156,664	383	216,259
Cypress	423	248,266	687	355,900
De Anza	593	341,198	898	496,128
Desert	288	167,588	399	243,212
Diablo Valley	411	241,945	734	392,199
East Los Angeles	1,302	684,125	1,727	1,315,974
El Camino	1,200	603,677	2,158	1,007,130
Evergreen Valley	306	229,949	812	402,992
Feather River	131	75,991	131	77,794
Foothill	445	241,109	699	367,998
Fresno City	1,663	1,088,420	2,200	1,442,446
Fullerton	648	379,215	1,196	638,377
Gavilan	275	128,379	348	168,186
Glendale	411	225,644	686	351,566

- Statistics:

  The figures show an increase of $16,598,840 from 1975-76 to 1976-77 and an increase in the number of students from 71,696 to 105,879 or 34,183 students. It can be assumed that these figures will continue to show dramatic increases over the next several years, due to the middle income legislation. Increases of up to 100% are expected in all college campuses.

- Other aid programs:

  The BEOG program is the only student grant program which requires the student to apply directly to the government for financial aid. Students apply directly to their institution for funds available through the "campus based" programs which are the Supplemental Educational Opportunity Grant Program (SEOG), the College Work Study Program (CWSP), The National Direct Student Loan Program (NDSLP). These programs are administered by the postsecondary schools which participate in them.

° Supplemental Education Opportunity Grant (SEOG)

- Requirements

  In order for a student to be eligible for SEOG assistance, a student must be enrolled in a participating institution on at least a half-time basis and must demonstrate "exceptional financial need.

  "Exceptional financial need" means that a student's expected family contribution may not exceed fifty percent of his or her cost of education at the institution in which the student is enrolled or accepted.

- Grant Amounts

  The minimum SEOG which a student may receive is $200 per academic year. The maximum SEOG a student may receive is $1,500 or one-half of the total amount of student financial aid provided by the institution, whichever is the lesser.

- Matching Requirements

  SEOG must be "matched" by other sources of aid such as Basic Grants, NDSL, CWS, BIA Grants, state or private scholarships, etc. Therefore, students who receive SEOG assistance can be assured that they will also receive at least an equal amount of aid from other sources.

- Statistics

The SEOG is another major source of financial aid for community college students. Because of the "exceptional financial need' clause, the SEOG is well suited to the needs of many underrepresented students. The following tables compare the 1975-76 awards to the 1976-77 SEOG's received by community college students and are an ethnic breakdown of the 1976-77 recipients.

TABLE 7: Supplemental Educational Opportunity Grant (SEOG)

	Students	Amount	Average Award
1975-76	16,037	$7,527,663	$469
1976-77	18,042	$8,096,829	$448

TABLE 8: SEOG Recipient Characteristics 1976-77

	Students	Amount	Average Award
Black	5,262	$2,330,797	$442
American Indian or Alaskan Native	419	$ 184,686	$440
Asian or Pacific Islander	1,319	$ 574,754	$435
Hispanic	3,828	$1,689,185	$441
White	7,214	$3,317,407	$459
Men	7,153	N/A	N/A
Women	10,889	N/A	N/A

Of the 18,042 students receiving SEOG, 11,100 were identified as independent students who received $5,390,289 of the $8,096,829 available. This is a strong indication that the majority of these funds are going to nontraditional college students. The statistics on SEOG show that women, Whites, Blacks and Hispanics receive the majority of SEOG funds, in that order, over other types of students.

- College Work-Study Program (CWSP)

  - Requirements

    The CWSP is another federally-funded student aid program. This program provides employment opportunities for students enrolled in participating institutions on at least a half-time basis to assist them in earning the funds necessary to meet the costs of postsecondary education.

    Student eligibility is restricted to those students with the "greatest need" after considering all grant aid the students are receiving. As is the case of the SEOG Program, "greatest need" is determined by each institution using a need analysis system approved by the Office of Education.

  - Employment Arrangements

    Currently, students who receive assistance through the CWSP may not work more than forty hours per week and the total amount of aid received is dependent on both the number of hours of employment and the hourly rate of pay. The student's school will arrange for employment under the CWSP. Students can work either for the institution itself, or the school may arrange for off-campus employment with public or private non-profit organizations for work performed in the public interest. It is important to note, however, that proprietary schools may not employ CWSP students at the institution but instead must arrange for all CWSP recipients to work in off-campus jobs.

    The compensation paid to CWSP recipients consists of federal funds and funds from the employing organization (the institution or the off-campus agency). In no case can the federal share of student compensation exceed 80% of the total compensation. Therefore, it is the institution's responsibility to arrange for the remaining portion.

  - Statistics

    The following tables compare the 1975-76 CWSP awards to those made in 1976-77.

TABLE 9: College Work Study Program (CWSP)

	Students	Amount	Average Award
1975-76	21,754	$13,780,650	$633
1976-77	24,699	$16,245,598	$657

TABLE 10: CWSP Recipient Characteristics 1976-77

	Students	Amount	Average Award
Black	6,164	$ 3,710,626	$601
American Indian or Alaskan Native	348	$ 238,136	$684
Asian or Pacific Islander	1,613	$ 1,111,898	$689
Hispanic	5,724	$ 3,604,491	$629
White	10,850	$ 7,580,447	$698
Men	10,931	N/A	N/A
Women	13,768	N/A	N/A

Of the 24,699 students receiving CWSP, 13,346 were identified as independent students who received $9,069,144 of the $16,245,598 available. The statistics show that women, Whites, Blacks and Hispanics received the majority of CWSP funds in that order, over other types of students. The figures for the CWSP should portend an increase in the coming years because of the program's popularity with the U.S. Congress and the fact that minimum wages paid to work study students were raised to $2.65 per hour as of September 28, 1978.

° National Direct Student Loan Program (NDSL)

The NDSL is one of two loan programs sponsored by the Office of Education.

- Requirements

In order to receive NDSL assistance, students must be enrolled in participating institutions on at least a half-time basis and must demonstrate financial need. Again, the determination of financial need is made by the institution using an OE-approved need analysis system.

- Terms of Loan and Repayment

Students receiving NDSL assistance may borrow funds to help pay for their educational expenses. Borrowers under the NDSL Program are entitled to a nine-month period of grace beginning when they cease to be enrolled on at least a half-time basis at an insti-

tution of higher education. Then repayments are to be made in accordance with a plan which is to be made prior to the date on which the student ceases to be enrolled on at least a half-time basis at the lending institution.

In addition, the NDSL Program has provision for deferred repayment for Peace Corps, Vista or military service. The interest rate on NDSL loans is three percent.

Another major provision of the NDSL Program is the full or partial cancellation of loans for teaching and/or military service. This means that in certain specific circumstances, student loans are "forgiven" for such service.

- Statistics

The following tables compare the 1975-76 NDSL Program to that of 1976-77.

TABLE 11: National Direct Student Loan Program (NDSL)

	Student	Amount	Average Loan
1975-76	10,565	$5,719,959	$541
1976-77	10,125	$5,514,083	$544

TABLE 12: NDSL Student Characteristics 1976-77

	Students	Loan Amount	Average Loan
Black	3,147	$1,685,791	$535
American Indian or Alaskan Native	145	$ 75,697	$522
Asian or Pacific Islander	615	$ 293,520	$477
Hispanic	1,447	$ 812,846	$561
White	4,771	$2,646,229	$554
Men	4,540	N/A	N/A
Women	5,585	N/A	N/A

Of the 10,125 students receiving NDSL, 7,884 were identified as independent students who received $4,459,411 of the $5,514,083 available. As with the other two "campus based" programs, women, Whites, Blacks, and Hispanics received the majority of funds available in the NDSL Program.

Unlike the other two programs the NDSL Program shows both a decrease in the number of students receiving loans and in the amount of money for loans.

* Program Administration - Realities

The federal financial aid programs continue to grow and aid the traditional as well as the nontraditional student. In order for student affirmative action to work at the community college level it will be necessary for these programs to expand so that those students who require financial assistance are able to receive it. However, a better system of coordination and cooperation between the community colleges and the Office of Education will have to be established so that resources are available where they are needed.

* California Student Aid Commission Programs

The State of California, through its financial aid programs operated by the Student Aid Commission, is also involved in the area of student affirmative action. A great deal of progress has been made by the state in the area of information dissemination, and more is promised. For the first time this year, every high school senior in California will receive a Student Financial Aid Workbook which is a comprehensive guide to financial aid. Additional copies of the workbook will be distributed throughout the state. The impact of this information item cannot be determined, but it must be viewed as an effort towards helping colleges meet thb goals of student affirmative action.

- Direct Aid

In the area of direct aid to students, the commission operates three undergraduate programs of interest to the community co--eges:

1) The Cal Grant B Program

The Cal Grant B program is designed to aid high-potential students from minority and low-income families.

Table 13 tracks the growth of the Cal Grant B program over the years and shows that it is reaching large numbers of low income students, many of them attending community colleges.

TABLE 13: Cal Grant B at California Community Colleges

	Students	Award	Average Award
1972-73	1,646	$1,455,735	$884
1973-74	1,901	$1,671,998	$879
1974-75	2,600	$2,135,500	$821
1975-76	3,155	$2,715,000	$860
1976-77	5,445	$4,886,100	$897
1977-78	6,689	$6,235,200	$932

The continued growth and expansion of the Cal Grant B program will help serve the purposes of student affirmative action goals and of the community colleges.

2) The Cal Grant C Program

The Cal Grant C Program is intended to help students from low and middle income families who enroll in vocational programs. The Cal Grant C program, although relatively small in comparison to the Cal Grant B program, still offers vocationally oriented students an alternative to a conventional college education.

The Cal Grant C program has a maximum authorization of 1,337 grants. Of those, 486 grants totaling $225,990 for an average award of $465, were received by community college students during 1976-77. For the 1977-78 award year there were 434 grants, totaling $209,603 for an average award of $482.

The Cal Grant C program also serves the purposes of student affirmative action.

3) The California Guaranteed Student Loan Program

A third program which is of interest to community colleges is the new California Loan Program.

The purpose of the program is to make low interest loans to students through eligible California lenders. The loans, obtained directly from commercial lenders or authorized educational institutions, are guaranteed by the California Student Aid Commission and reinsured by the federal government.

* Private Programs

Many private foundations, corporations and philanthropic organizations provide funds for students in the form of scholarships, grants, loans, and employment opportunities. Many sources of assistance exist locally through service organizations such as Rotary, Kiwanis, Lions Clubs, the American Legion, PTA, etc. Although these sources are not as visable as federal, state, and institutional funds, they represent significant resources available to the student.

Regardless of the source of financial aid, the aid offices at the colleges shall continue to identify areas of need and funding for all students who require financial aid.

C. Institutional Commitment

It is clear that many models and resources necessary to develop effective student affirmative action programs in the California Community Colleges already exist. However, the essential element required for achievement of the goals specified for student affirmative action is institutional commitment to the total concept. Where this concept has been supported in the past, institutional regeneration may be the only means for moving beyond the status quo. This regeneration should commence with critical reevaluation of present assumptions and programs affecting underrepresented groups. Those institutions which have not fully embraced the student affirmative action concept must assess the consequences of continued neglect in this area. The actual existence and viability of the community college in contingent on the formulation of new means for attracting and serving underrepresented groups.

1. Faculty, Staff, and Student Awareness

Traditionally, many institutions have attempted to sensitize faculty, staff, and students to the cultural, socio/economic, physical, and

psychological dimensions of individuals who may differ from the norm. Such attempts have achieved varied levels of success. Unfortunately they sometimes tend to be intellectual discussions conducted in facilities isolated from the realities of the subject's environment. The extreme rate of societal change necessitates the periodic "updating" of assumptions through first hand contact with members of underrepresented groups at locations in their community. Revised perceptions or knowledge gained from these types of activities will be useful in re-designing institutional policy and procedures, as well as instructional methodology. Listed below are some of the activities which typically have been part of the effort to expand awareness regarding underrepresented groups.

- workshops designed to help staff and faculty become more sensitive to the special problems created by the background of underrepresented students.

- special cultural awareness activities for the benefit of students, faculty, and staff. These activities provide students from various ethnic backgrounds an understanding and appreciation of the student's own and others' cultural heritage.

- formation of special student organizations, such as for the physically handicapped, which act as advocacy/awareness groups.

- in-service training and instructor consultations, designed to develop and improve techniques for teaching individuals from underrepresented groups.

2. Effecting Instructional Development

The process of education has tended to utilize learning approaches which are common to the mainstream of our population. Instructional techniques and institutional procedures in community colleges are based on assumptions that learning and success occur in specific sequences, and with certain (standard) attitudinal/cultural traits.

Individuals from underrepresented groups possess cultural, attitudinal, or ability traits which hinder their progress in current instructional systems. Learning, for some of these students, may not be part of alinear process but rather a complex sequence derived from, and effective in, another setting. Further, the student's preferred mode of learning (i.e. visual, auditory or tactile) is also a product of various background factors, and should be considered in instructional design. Therefore, assessment of individual and/or group learning style is an important part of the plan to create a major impact on the academic success of students from underrepresented groups. This type of assessment is the responsibility of the individual instructor in respect to the modification of specific courses, and of those concerned with the total college curriculum.

3. Clarification and Development of the College Image

If institutional commitment to the goals of student affirmative action is pervasive and authentic, a new image of the college will be transmitted to the target community. This new, or reenforced, image of the college as a source of educational and personal support has obvious implications: enrollment and community involvement will be greatly enhanced.

Program and staff development ideally will follow the college's confirmation of intent to engage in student affirmative action planning. Action committees representing all segments of the institution and community should be immediately established. Proposals for professional development must be created with attempts made to obtain funding from the following sources:

- The Vocational Educational Act - Subpart 3
- EOPS - Special Program Fund
- AB 77 - Professional Development Funds

These sources can be utilized through the Chancellor's Office for California Community Colleges which is committed to the task of promoting creative and effective programs for student affirmative action.

Recently, several important steps have been initiated by the Chancellor's Office to further develop programs for underrepresented groups. Some of these are:

- cooperative involvement with the California Postsecondary Education Commission on the development of community-based Educational Information Centers funded under Title IV.

- assignment to the College Services unit, for the first time, of a specialist in Vocational Counseling who has expertise and responsibility in the area of counseling for underrepresented groups.

- planning for the assignment of a specialist in College Services to coordinate all aspects of the Student Affirmative Action Plan at the state level.

The principles inherent in the concept of student affirmative action are not novel to the California community college system. The student affirmative action concept actually represents a regeneration and extension of existing principles, in respect to particular segments of the population which seek new opportunity for self-sufficiency. Finally, the community colleges must unify with all segments of the educational system, in addition to business, industry, and other community organizations, to insure compatible and productive results in student affirmative action.